

Childhood Education



Discipline

of

Democracy

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**For Those
Concerned with
Children 2-12**

***To Stimulate Thinking
Rather Than Advocate
Fixed Practices***

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The "discipline of democracy" in practice: *freedom of choice* and enjoyment of books, with *responsibility* for care of books and for following self-made library rules.

In Pursuit of Democratic Goals

"What is honored in a country will be cultivated there."—PLATO

WHEN ONE LOOKS AT THE HISTORY OF MAN'S POLITICAL AND SOCIAL DEVELOPMENT one becomes immediately conscious of how *unnatural* democracy really is. What is natural to man is his egocentricity, his appetitiveness, his acquisitiveness, his desire for self-protection and self-preservation. A person, whether child or adult, who is truly hungry will quite normally have difficulty understanding the democratic ideal of sharing. A person who lives deprived of the basic necessities of human life—shelter, affection and sense of belonging—is not likely to become too deeply committed to the democratic ideal of respect for the rules of society. A human deprived of opportunities to implement his creative imagination can hardly be expected to feel kindly toward the sophisticated notion of respect for another's viewpoint, particularly when it is in conflict with his own.

In sum, democracy is a most sophisticated concept demanding that those who would preserve it for themselves and transmit it to their successors extend themselves beyond the social simplicity of what is "natural" and/or instinctive.

Self-Discipline Required

Since the aims of democracy obviously extend beyond such limited horizons as the self, it follows that such social sophistication—if it is to be experienced in a vital manner—requires a high degree of education and an intense, conscious amount of self-discipline* and self-control. Obviously, then, the educator, the social scientist and all others interested in pursuing democratic goals have assigned themselves a most difficult task. Not only are they working against the current of nature, but they also do so against odds made enormous by the fact that humans have a tendency to forget at a rate prodigiously greater than the rate at which they learn.

This notwithstanding, I assume that America's educators and social thinkers are still unwilling to give up the challenge. I assume, and I hope, that we still consider the "unnatural" more desirable than the "natural." We are not yet prepared to abandon ourselves or our children to the jungle which spawned us and from which we have, thank heaven, finally begun to emerge. Such being the case, we are committed to battle against: the wild growth of the "I" in favor of the "you" and the "we"; the creeping encroachments of conformity and mass culture which render men indistinguishable one from the other and which make us, as Robert Hutchins once described us, "interchangeable men," people who can be as readily exchanged in the socio-economic process as a piece of machinery. We are committed to a war

*Discipline, ACEI bulletin #99 (Washington, D. C.: Association for Childhood Education International, 1957).

against making men so completely adjusted to their environment that they are nothing more than adjustable. To stand in opposition is hardly enough. There must also be values for which and toward which we are positively committed. These values we would like to see developed by our educative processes. Some of the values are old, very old, in the pattern of America; some are only now beginning to emerge as being of importance.

Championing the Right To Be Different

Until recently America was captivated by the idea of the "melting pot." At one time people struggled hard to rid themselves of the cultural backgrounds which their fathers and grandfathers brought to these shores. At that time they felt this was an important way of becoming as "American" as possible (whatever that might mean). Today the situation has altered radically. Most Americans start off being "150 per cent American." They are not quite certain what this means, or if it has any meaning at all. The quest is for roots and ties that go deeper than the obvious and the superficial. *For the first time in over a generation the notion of "cultural pluralism" is coming into vogue. It is a view of man which sees each individual as unique and worthwhile, which champions the right to be different and which actively seeks to enlarge the expression of that right.* Education in and for democracy if it is to be honest and consistent can do nothing which would impinge upon that right. To the contrary, it must encourage its expression from whatever sources.

Has modern education pursued that goal? Has it helped us understand freedom that is not anarchy? Has it fostered within us the pride of unique, creative expression? There are many critics who would answer in the negative, who would accuse education of having very little to do with enlightenment of people. Education, they say, does not reflect or encourage the heterogeneity of our society; it is engulfed by it. The attacks are not always warranted. Educators are more than just "well meaning." They are as often as deeply committed to these goals as are those who call for them. But they find themselves confronted by forces with which the educative process cannot deal. "Teaching alone will not make it so."

Providing for Survival of Democracy

Let us recognize that if we are to effectively pursue whatever democratic goals we hold, we will first have to provide the social and economic situations in which such sophisticated ideas can take root, flourish and survive. The best school in the world does not have a chance in the heart of a slum where one-half of its enrollment comes to school hungry and, after school, returns to substandard housing.

Assuming that such a situation can be remedied (a Herculean assumption), no democratic goals will survive in a social situation where the gap between publicly articulated values and privately practiced ethics is as great as it now is in America. If honesty, decency, integrity are necessities, they are necessities for the individual in the privacy of his own business or profes-

sional life just as surely as they are necessities for his public image. Plato once said, "What is honored in a country will be cultivated there." In light of the now almost daily revelations of corruption and deceit in all facets of our society, from the largest corporation to the disc jockey or college basketball player, one cannot help wondering what it is we truly honor. Nor should one be surprised to find our youth, quick as they are to see through fraud and to unmask the specious, practicing that which is, in their pragmatic eyes, the truly cultivated.

Nor will we achieve our democratic goals so long as we continue to play fast and loose with the heretofore cherished principle of church-state separation which of late seems slowly to be eroding in the public school. There was a time, not too long ago, when the great debate in educational and legal circles was over whether or not to have expressions of sectarian religions in our public educational systems. Today the grounds of the debate seem to have shifted to: How much of such expression shall we allow? Such regressive acquiescence may prove to be far more costly than any of us even imagine.

Finally, no educational process can even begin to approach the democratic goals about which we say we feel so strongly so long as it remains segregated, "separate but equal" or in any ways discriminatory. It is a hollow mockery to speak of democracy in public education to children in the classrooms where, in vast sections of our country and in too many parts of our large cities, the creed is addressed to either an all-white, all-black, all-Jewish or all-Christian audience.

There are some who have said that America is now entering the twilight of its glory and that the age of its greatness is coming to a premature end. Their critique should not be dismissed with a too facile shrug. The challenge lies on our doorstep as never before. It is not a challenge for the next generation—it is ours. Let us not ignore our tasks. The future of our democratic way of life hangs in the balance.

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Courtesy Little Red School House, N. Y.



Universality of Differences

Wouldn't it be a dull world if we were all alike? To be human is to have some uniqueness and personality. Let us teach children the truth about differences rather than that "our way is the right way and their way is the wrong one."

I DON'T TRUST WHAT I CAN'T UNDERSTAND," scientist Edward Teller once said. He might have been speaking for all humankind fearing the unknown. Hence today most fictional spacemen are presented as hostile. Within and among nations it has been the same, the people most distant or deviant are the "bad guys"; the people closer and more like ourselves are the "good guys." It is tragic that rapport should hang so much on hairdos, hotdogs, forks and furniture.

Conscientious teachers of several decades ago tried to show that these differences are interesting rather than dangerous, but their approach was essentially that of highlighting exotic (and relatively unimportant) details. Pigtailed and chopsticks symbolized the Chinese, pagodas and cherry blossoms the Japanese, temple bells and sacred cows the Hindus, lion spears and jungle drums the Africans, and wooden shoes and windmills the Dutch. A social studies series many of us used in the twenties and thirties was titled "Far Away and Long Ago." As a result hundreds of classes arranged African or Eskimo villages in sandboxes, complete with paper palm trees or soap igloos. It was fun but there was little reality in it, and inevitably the imperfect stereotypes did much damage.

To be educated is to know that all Americans are not rich, all Asians are not poor, all Africans are not primitive.

Recognize and Expect Differences

By the time the United States entered the international scene seriously, conscientious teachers sang a new song: After all, we really are alike. People live in families, towns and cities all over the world, working, playing and praying in much the same way for much the same reasons. This "common humanity" approach is more accurate, for peoples are more alike than different. Basic human needs are common; a sense of world community can be built only on commonality. But this approach, too, is imperfect and damaging. There are *real* differences, external and internal. Differences in value systems, for instance, cause different perception and behavior—seen by others too often as "evil," "ignorance" or "superstition." It is important for our children to expect and recognize differences. The above approach suggests that we can communicate and "get along" *only* when we are alike, the fear of difference handled ostrich-like by pretending there is no difference. Why not have difference? It would be a dull

world indeed if we were all alike. To be human is to have some uniqueness, some "personality." We should learn to *enjoy* most differences.

It is necessary to qualify the foregoing statement with "most," for none can deny the importance of global agreement—as in the Declaration and Covenant of Human Rights—in outlawing violence against individuals and societies, be it hunger, homicide or genocide. Communities are healthy to the extent that they safeguard people against suffering and also to the extent that they make it safe to have legitimate differences.

Today teachers are moving toward a more honest approach. The newer texts are usually labeled with such terms as "our world," "neighbors" and "living together." There is less emphasis on forks versus fingers—more on homes, games, pets, schools, work and artistic expression around the world. We recognize both basic similarities and differences, most importantly showing that

much apparent difference is really a similarity. The boy washing the family buffalo in Thailand or the boy grooming the family camel in Pakistan is doing the same thing as the American boy washing the family car. Unless the American boy is doing it in preparation for a date! There enters a *real* difference, symbolized by teenagers moving freely in mixed company. There is nothing more divisive or controversial in the world today than the opposing value systems related to "closed" and "open" societies, each practice sinful to others.

In this photograph of a corner of a Punjab (India) village girls' school, the "independent study group" seems fairly similar to us. The surface differences of Punjab dress and even that of poverty are relatively inconsequential. More significant differences are that these little girls are not in a coeducational school, that they will not have bisexual friendships and that they will almost certainly experience parent-arranged marriage—

Village school in Punjab, India



Courtesy Margaret L. Cormack

the only system that would work well in this village at this time. Our children should know this, but also that a few years ago no girls of this village went to any school and that in Indian cities the pattern is much more "modern" and like ours. Societies everywhere are opening, traditional walls crumbling before new horizons—and ushering in new problems. Do not our youngsters understand the problems of freedom?

The visible and exterior aspects of customs are those first noticed and misunderstood. It's a "crazy world" in which some people darken their skins, others bleach it; some curl their hair, others straighten it. If difference brings discrimination, people seek to minimize their "inferiority." In recent centuries the white-skinned peoples have ruled, but soon it may be the other way! And there is also the irrational and unpredictable element of fashion! The bound feet in old China, the stretched underlip or wire-wrapped arms of some African tribes, the tattooed bodies of other tribes (and sailors of any culture!), the tight corsets and stiff collars of the Victorian West, and the stilted, pointed shoes of current vogue are all forms of human torture suffered in the name of beauty or propriety. It may ever be so, that people will endure pain for cosmetic purposes; but, as has so often been said, we should understand that people with rings in their noses are no different from those with rings in their ears.

Disappearance of Differences —A Concern

These differences should not divide us, should not cause us concern, for they give humanity flavor and color. Indeed, we should worry that they will not long remain differences. Children from Rome to Calcutta are demanding blue jeans and

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cowboy pistols, teenagers from Moscow to Bangkok are rock-'n'-rolling, and the Coca Cola is ousting the coconut. It is tragic that men and boys all over the world are increasingly adopting the relatively drab "Western" business suit and shirt and that the colorful Arabian burnoose, Indian dhoti, Southeast Asian sarong or African robe are used less and less. Of course, there is a happier side to cultural borrowing. Many American women, for instance, are wearing Latin American peasant skirts and Asian thong sandals as they barbecue their beef over Japanese hibachis! A few even know how to make sukiyaki.

Our unnecessary fear of differences at the "costume and custom" level is unimportant compared to the greater fear of differing philosophies. Here there is less to "see," more that impedes communication and interaction. On many fundamental matters we *think* and *feel* differently. Each culture has developed its values in relation to its environment and history, its patterns both precious and "natural" to its people. It is difficult not to judge others by one's own standards, forgetting they are suiting themselves, not us. In our time most Americans morally condemn anything resembling "socialism" and many traditional societies look askance at Western individualism. There is the "rub." We know too little what others believe and why they act as they do; we are inclined to find "evil" when it might not be there. As any psychologist could point out, much opposition to different beliefs stems from a need to buttress faith in one's own system. Egocentric and ethnocentric atti-

tudes toward land reform or nationalized industries, for instance, show little understanding of other conditions and aspirations, are really fear that it will happen here, too.

"Difference" played important roles in older and more isolated societies in which people needed to differentiate between friends and foes—via tribal markings that find their modern counterpart in athletic uniforms. The very survival and success of a people often depended on maintaining the in-group against the out-groups. Within these societies, moreover, and consistent with the autocratic and hierarchical system of the time, the various status roles had to be visibly clear to all. The king's crown and scepter, the jester's cap and bells, the serf's collar, the village headman's staff, the Roman Catholic priest's cassock and cross, the Hindu priest's saffron robe and holy beads all symbolized positions. There was differentiation between children and adults, men and women, married and unmarried women. We Westerners recognize the wedding ring; but in South India the thali (special necklace) marks the married woman and in parts of North India it is the red parting in the hair. Not all of these visual symbols are gone in modern society, even in America where we like to be alike (to the extent that small boys now wear long pants); but the "gray flannel suit" characterizes one role as much as the sports shirt another.

Difference Relates to Personality

Americans are particularly suspicious of differences, for in our history of repudiating autocracy in favor of democracy we want no part of discrimination that bespeaks "inferiority," not always aware that class systems have always replaced caste systems. And this is now happening all over the world, the "common man" demanding the light of the

sun and an equal chance to live as a human being. All of us, therefore, must learn that difference need not relate to superiority and inferiority, that most of it relates to *personality*. Why should an Indian woman forsake her graceful sari when she visits the United States? For one thing, her costume is generally accorded to be timelessly beautiful and, for another, she feels comfortable in it. Why should the Japanese forsake the Shinto that links family to nation to past? Why should Mexicans or Indonesians have American-style schools if they prefer *their* schools which still include more art, music and dance than mathematics? Why should the Soviets accept private enterprise, if for their own reasons they prefer nationalized enterprise?

Teach To Understand Similarities and Differences

We have no problems when various peoples do things they want in their own ways or even when their ways are demonstrated to others. The trouble arises when any try to force their ways on others. We will have problems connected with this kind of force and the world is getting too crowded and competitive to permit isolation. We need *not* have problems arising from misunderstood differences. "*Our way is the right way!*" has ever been the trumpet call to battle. Whether it will now usher in global nuclear war or not will depend partly on whether children in classrooms of the world are taught to understand and appreciate both our similarities and our differences. These differences can and should be taught historically and culturally, though it is admittedly difficult to have perspective about the present. The truth is better served by children knowing that nations and cultures *differ* than by learning "we are right, they are wrong."

Learning Through Searching

Is the age of "self-made men" over? No. Neither is the age of "self-propelled" children. Self-propelled children are the ones teachers have helped to discover knowledge by themselves. As they do this, the knowledge becomes a part of them forever. Children sense their own growth, value themselves more as human beings and find it exciting to be perpetually studying. These children become the self-made men.

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HOW CAN I ADD ONE MORE THING TO THE curriculum? We already have more in the program than we can get done!"

This is a refrain often heard when discussion turns to the need for preparing boys and girls more adequately for today's world. Inferences are made that attention must be given to new areas of thought if children are to be ready for rapidly changing situations.

What are we really saying? Are we saying that what is studied in school is all that will be known and that children learn only what is examined point by point in class? If we are saying this then ours is a hopeless task. Even if we were to persist in it day and night and a child were to learn amazingly fast, we could never include in a school curriculum all the knowledge the child will need in the years ahead.

Because we do have such concern that boys and girls will be well prepared, with the best of intentions we cripple them instead of strengthening them as we try to cover more and more material. It is our responsibility to make certain that children become aware of the great amount of knowledge which already exists and continues to be amassed at a rapid rate, that they develop their power to pursue it and discover still more, and

that they become steadily more able to develop evaluative criteria of high quality. They must leave us saying: "There is much still to learn but I am capable of pursuing truth and shall continue to do so the rest of my life. It will be a privilege to always be learning."

There are vast and complicated problems all about; there will always be problems. Our children must not feel, "Oh, dear, why must this be?" but rather, "I am capable of living in the midst of crisis."

Discovering New Learnings

Our responsibility to insure maximal learning is greater than ever before, but we fail in this if we make of the education of our boys and girls a "pouring in" process. Whether or not they achieve according to their potential will depend upon the extent to which each child gains within himself the power to discover new learnings. This does not suggest that children should be left on their own with the hope that they will stumble upon skills and ideas but rather that our focus be placed on helping them develop sound processes of exploration.

When a child has made a discovery the learning involved becomes his own. It is his forever. Even though he may

forget it temporarily it is still his, for he can again search for it. What he has discovered he can see in context and understand its relationship to other learnings, sensing many shades of meaning involved. Because he has developed a learning he feels a sense of power over it; he can control it instead of it controlling him and so is spurred on to further learning.

Often a teacher is thought of as one who stands before a group of children and tells or demonstrates, or at least suggests, the experiments or raises the questions. Each of these approaches has a place, but much of teaching must go beyond such procedures if we are to fulfill our obligations. It is possible for a child to have much information and yet not be the master, to develop many skills and yet not know how to use them or realize what they are capable of accomplishing, to work on problems which have been defined by someone else and yet not be able to define them for himself.

Developing Self-Propelled Power

How can we help boys and girls to develop this power over the processes which make it possible for them to learn through searching?

In the tools and knowledges needed in everyday living lies the content needed. No two persons will approach it in exactly the same way. Almost every teacher is already engaged in some activities which encourage the development of these processes. For example, there is the weekly spelling. What power a child can gain as he is helped to study words! Why let him struggle over twenty-five words a week, thus limiting his opportunity, when by encouraging processes of discovery he can be the master of hundreds? When he knows how to spell even one word he can quickly use this learning to spell many others, checking each one to see if he is correct. If he can

spell *habit* he probably can quickly discover how to spell *habits*, *inhabit*, *inhabits*, *inhabiting*, *inhabited*, *habitual*, and so on.

If someone shows him how language is developed he gains strength, but if he himself explores and discovers how it is put together he can build his own set of rules which can be checked against those which have already been developed by authorities in the field. Then with eagerness he can probe theirs to find out what they have found that he hasn't and assess whether he likes his own way of organizing as well as theirs.

With pronunciation, too, this applies and he learns the many variations of sound which a letter can have. Instead of being confused by this he thrills to the intricacies of it as he pushes to unearth more and more of them thus becoming a master of his own language and so can look with understanding at the language of others.

Becoming a Part of the Child

He can be helped to enjoy the flow of language as others have put it together, rhythmically expressing ideas and feelings in many ways. He feels the power of the language and grasps the deep significance of a poem, not through dissecting it, but through hearing it again and again until it becomes a part of him. He discovers differences in pattern and ultimately seeks to know the technicalities involved. Hence, it becomes a part of his life to be used always instead of something he once studied.

As he reads we encourage him to talk back to the author, questioning what he finds on the printed page, trying to capture the deeper meanings in what is being said. This implies that what he reads must be worth reading. We cannot afford to take his time for words put together as an exercise. Even in the beginning stages he should read material written well be-

cause someone cared to be understood, words so delightfully chosen that he can linger over them. We cannot afford to dictate what shall be read or that all shall read the same. Instead we help him to become increasingly aware of his own feelings about what is read so that he discovers what constitutes quality in written material.

Many Approaches to Problems

In mathematics it is possible to demonstrate the steps in exchange or in long division and ask a child to follow them exactly and so develop techniques. But how much more he can get if we help him to discover mathematical relationships and encourage him to find many ways of approaching problems! As he makes discoveries he is developing power with yet another language, the language of mathematics. He can seek for precision in its use just as he does with words.

A child can learn to search as he studies his own county or state. What crops are raised here? Where else are these crops raised? Which conditions are alike? Which are different? Are there other places in the world where these crops could be raised? Why aren't they?

Discoveries about climate begin to take form. Differences in altitude come into focus. The effect of mountains or ocean on rainfall is noted. Numbers of inhabitants and their needs provide other areas of investigation, as do lines of transportation. Conditions under which settlements were made and by whom make possible still other insights. As each one searches for reasons, shares and checks with others and with authorities, he accumulates vast amounts of knowledge which he is able to use because he has discovered many relationships. He develops the ability to use it to probe the reasons for many other things.

In science he can follow directions for an experiment and take pride in the results and learn as he does this. How much more he can learn and open the way for still further learning if he is guided to do his own searching! "The outside of the pitcher is wet. How could this be? In what ways could you test your hunches? What else did you discover while you were testing them?"

As a child searches and makes discoveries he becomes aware of his developing power. It is exciting and wonderful to him. With this awareness comes the desire to push himself still further, a self-propelling excitement which keeps him perpetually studying. As he senses his growth he values himself more as a human being.

If we help boys and girls to learn the processes of discovering knowledge and ways of working for themselves, we need not give our energies to finding fascinating ways to hold their interest or whip up their enthusiasm. The strong urge to pursue learning comes from within.

When we read biographies we often find the phrase *self-made* man—a man who proceeded to study, to discover many truths for himself and, marvelling at them, to use them. The age of the self-made man is not past as has sometimes been implied. It is only beginning. We need parents, teachers, religious educators and community workers whose purpose in working with children is to help them understand and use every process of exploration available so that they will in truth grow into self-made men who search for truths and finding them move on to ever deeper understanding.

Knowledge is accumulating at so rapid a rate that no one can absorb as much as he would wish. As man becomes more adept in his searching, both the rate and quality of his learning will soar. The achievement of such quality is an important discipline of democracy.

Beyond the Verbal Façade

Millie Almy, professor of education, Teachers College, Columbia University, reports a research project currently under way in Horace Mann Lincoln Institute for School Experimentation, Teachers College, Columbia University. The major goal is to study meanings young children bring to the explanation of certain natural phenomena.

YOUNG CHILDREN RELISH WORDS AND learn new ones rapidly. By first grade, the extent of their vocabularies is often surprising, even to their teachers. "Satellite," "launching pad," "dinosaur," "radioactive," "transistor" are words not listed in the basic vocabulary for first- or second-graders, yet they come readily to the tongues of many of the youngsters.

The easy and rapid acquisition of new vocabulary can be a tremendous asset to the child, but his verbal facility sometimes obscures the difficulties he has in understanding. Adults are prone to mistake the child's ability to imitate or to reproduce what he has heard as evidence that he comprehends what he says. However, when they look beyond the verbal façade to the meanings the child has for the words he uses, they often find confused and erroneous conceptions.

To study the meanings young children bring to the explanation of certain natu-

ral phenomena is the major goal of a research project currently under way in the Horace Mann Lincoln Institute for School Experimentation at Teachers College, Columbia University. In the exploratory phases of the project, two groups of kindergarten children were observed in their classrooms and individually interviewed two or three times. Most of the children were also interviewed after they had completed first grade (1). Subsequently, several kindergarten and first-grade teachers conducted similar individual interviews with the children in their classrooms.

Ways of Thinking Revealed

The interviews consisted of demonstrations of such phenomena as the floating or sinking of a group of familiar objects and questions designed to elicit from the child his predictions and explanations regarding movements of the objects. A full explanation was obviously

beyond the abilities of children of this age, but their answers did reveal their ways of thinking about the phenomenon. Also included was a demonstration of the conservation of liquid. This was intended to ascertain whether a child had a stable concept regarding a given amount of liquid or whether he tended to think that there was more (or less) liquid when it was placed in a vessel differing in shape though equivalent in volume.

These and several of the other demonstrations used were drawn from the work of Piaget (2). Piaget contends that the thinking of the child to the age of six or seven is qualitatively quite different from that of the older child or adult. The young child to a much greater extent than the older one is caught up by the appearance of things. He finds it difficult to think of more than one aspect of a phenomenon at a time. Thus he may pay attention first to the height of the column of water in a vessel, then to its width. But he cannot deal with these two variables simultaneously. Consequently, he fails to recognize that a given amount or quantity retains its entity despite the manipulations it undergoes. At this stage in his thinking, the young child is untroubled by contradiction. Results of this study have raised a number of questions that are immediately relevant to the classroom.

To the extent that an interview confronts a child with problems similar to those he might encounter in the classroom, it resembles a slow motion picture of his performance there. It differs from the classroom in that neither he nor the interviewer are distracted by the presence of other children. The child's "guesses," his evasions, his misconceptions are often much more clearly revealed in the interview than in the classroom.

Few Verbal Children Not Representative of Group

This leads to the first question. How adequately does the typical kindergarten or primary-grade classroom provide opportunities for the teacher to talk with and listen to each child? As a group discusses the seeds and pods they gathered in the fall or how the water gets to their drinking fountain, how many children come to the conclusions the teacher hopes they will? How often is the "good thinking" (thinking that satisfies the teacher's expectations) of three or four verbal children taken to represent the thinking of the group?

This question takes on special significance when the children involved come from homes where parents have little time or inclination for conversation or discussion with their children. A number of youngsters who were keenly attentive during their interviews revealed good observation ability and quite insightful thinking, yet their teachers found them rather inadequate in the group, where they did not seem to "pay attention." The interviews suggested that they needed adult help to learn to focus on the relevant aspects of a problem.

Intent on the generalizations they want the children to draw from a particular experience, teachers often overlook the young child's propensity to view things in an extremely personal, individual way. Not until he is able to see the world in the same way as the adult does is he likely to reach similar conclusions. Thus a second important question to ask is, "What does the child think the teacher wants?"

Some Expect Conformity

Some teachers make it abundantly clear to the children that they expect conformity. As one teacher exclaimed, after studying the questions used in the interviews, "My children will have difficulty with these. They expect me to tell them what to do—color the circle red or cross out the third bunny. They don't expect me to ask them what they think."

But teachers who are concerned with more than the child's ability to go through the motions of learning will also find that children tend to shape their responses to fit their notions of the adult's expectations.

To a considerable extent the children's ways of dealing with the adult's questions in the interviews reflected their customary ways of relating to adults. Children who were ordinarily somewhat apprehensive around adults tended to be restrained and not very expressive. Often it appeared that they regarded "I don't know" as the safest answer. Children who were usually free and expansive with adults seemed much more inclined to venture their opinions in the interviews. Even they, however, clearly looked to the adult for clues to the "right" answer.

Learning To Test Answers

Obviously young children learn a great deal through being told. But the teacher who is interested in helping them to think effectively wants them to learn to test the rightness or wrongness of their answers. This is particularly true in science and in mathematics. Yet it is not easy for a teacher to phrase his questions in a way that takes the child back either to the phenomenon he has observed or to a similar one for verification of his answers. In the conservation of liquid demonstration, for example, some teachers, surprised that a child seemed to think

there was more water when it was spread out in a shallow dish, repeated the demonstration. They elicited from the child the assertion that the amount of water in two identical glasses was "the same." Then they poured the water from one glass into the shallow dish, and said, "Now if this was the same as this when it was in the glass, wouldn't it be the same here?" Some children accepted the implication in the question and said, "Yes." Two or three stoutly maintained their original position. Who is to say that those who changed to "yes" had or had not had a genuine flash of insight?

Clearly the teacher of the young child as well as the researcher who would investigate his thinking needs to be wary of the leading question. But the question that the child does not understand is equally suspect. Had many of the youngsters been questioned about "floating" or "sinking" they might not have comprehended. They described floating objects as "staying on top" or "swimming," sinking objects as "going down." Half of the lower-class group called a plant having no blooms a "flower."

Confused About Meaning of Terms

Just as an inadequate vocabulary or confusion about the meaning of certain terms may hamper the child's expression of insight, a very fluent vocabulary sometimes masks intellectual confusion. For example, several children were quick to offer the explanation, "It needs air (or oxygen) to burn," when they observed a candle go out after a glass jar was placed over it. Nevertheless these same children later revealed confused concepts about air, as did many of the children who could not appropriately phrase it.

(Continued on next page)

Teachers alert to the adequacy of young children's learning look beyond what the child says to the meanings that may lie behind the words. They are concerned with the glib response as well as the inept and with the elusive "I don't know." They ask the important question, "What does the child's comment reveal about his thinking?"

However capricious a youngster's expression may seem it has significance for him. Responses are not made at random. Even when a child is "just guessing," his answers may reflect his level of development, his previous experiences and his concerns.

Concrete Thinking Is First

Although the nature of children's mental development is not yet fully understood, it is clear that predominant ways of thinking change from one stage of development to another.

Imagination, fantasy and the tendency to view things subjectively so characteristic in the nursery-school years gradually give way to more objective kinds of thinking as the child moves through the elementary school. Other qualitative differences also distinguish much of the thinking of the younger child from that of his older brother. Certain abilities emerge later than others.

Young children think in concrete and specific terms for a considerable period before they develop the ability to handle more abstract classifications. An apple is defined as something to eat and described as round and red and having seeds before it is conceived as a member of a class of objects including oranges, peaches and plums (3).

Similarly, younger children tend to be able to classify objects on the basis of a single variable—for example, color or size or form—before they can handle

these simultaneously (4). There is also some evidence to suggest that children may tend to be more preoccupied with certain properties at one age level than another. Many children under the age of five who were questioned about floating and sinking objects tended to concentrate on the size of the objects. Older children rarely referred to size, and almost all of those who were six or older talked about the object's weight. Whatever a child spontaneously pays attention to may provide some clue to the level of his intellectual development.

Experience Affects Thinking

Often, however, it indicates something of the experiences the child has had. For example, children who predicted that a stone put in water would melt or change color may have thought of occasions when something placed in water did change or disintegrate. A youngster may puzzle over a particular phenomenon for a long time, collecting information, and eventually testing the validity of his own explanations (5). The tenacity with which some children hold to a particular idea was apparent in the almost identical explanations they gave when they were five and one-half, six and seven years old. One child, for example, always spoke of the material of the objects; another commented on the stone's hardness.

Some comments apparently reflect both experiences and emotional concerns. When a youngster is deeply disturbed about some aspect of his living, he tends to view the world in the light of that problem. A possible instance of this tendency was provided by a little girl, whose explanations relating to aliveness all had to do with loneliness and the loss of "Mommy." Although both researchers and teachers need to exercise caution in making inferences from a child's

comments to his deeper concerns, the emotional dimension in young children's thinking cannot be overlooked.

Words come readily to the young child, but the meaning they have for him is not always immediately clear. If the teacher is to help him to build more adequate meanings, meanings that are shared with other people, meanings that help him to understand and cope with his world more effectively, he needs first to understand what lies beyond his words. The teacher needs to grasp the essential characteristics of his thinking, the ways it resembles and the ways it differs from his own. For if the teacher fails to understand the mental development underlying the words and takes them too literally, he may be dealing with "nothing real at all, only facades, make-believes and shams" (6).

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By RACHEL ABER SCHLESINGER

Concerns for Children Are World Wide

... A Nursery School in India

IT ALL BEGAN INNOCENTLY ENOUGH. THE first week in India we were invited to tea. The women were friendly and I enjoyed them. They were a mixture of Indians and Europeans (Indian term for any whites, in this case English and Americans). Soon they began to introduce their preschoolers to me. Then the subject was broached: Would I like to organize and run a nursery school in Aloka? I was a bit taken aback but began to think that it would be a stimulating challenge, and fun too, to run a nursery school in India.

My husband was on the faculty of Aloka, the International Advanced Training Centre of the World Assembly of Youth, which trained young men and women (between twenty-five and thirty-five years of age from all over the world but mainly Asia and Africa) in a three-month human relations course. Aloka soon boasted a nursery school in addition to its adult students. Aloka is situated ten miles outside of Mysore City (in Mysore State in Southern India) on a good road. Uses of roads in India are varied—for cars,

Rachel Aber Schlesinger, a parent from Toronto, Canada, is formerly of the Children's Aid Society of Metropolitan Toronto. She gathered data in the nursery school referred to in this article to complete her masters degree in child development and family relationships from Cornell University.

bicycles, bullock carts, horse-drawn tongas, cows, water buffalo, sheep, goats and people.

Due to the initiative of one of the parents, the wife of Aloka's director, construction was started on a school building. It took six weeks to complete the building for, as is typically Indian, the builders were in no hurry. Then two of the parents who had originally had the idea of the school were transferred, leaving three parents of the original group. They were joined by one more, so on the first day of school the enrollment was four children. After the plans for the school were made in the rough, a plan had to be devised to run the school. The parents and I met once every month, the parents forming their own school committee. Finance was the chief question. The erection of the school and the equipment had to be paid for. I insisted that the children have a snack every morning. In addition there were small items such as paper, books, monthly expenditures and a large transportation bill. The two parents with cars took the responsibility of providing transportation for all the children for a charge of Rs 15 per month (three dollars)—a large fee for Mysore. This would cover the running expenses and a small amount against the cost of the building each month. In twenty years the building would be paid off. I got no salary, so that was one less expenditure.

Establishing a School from Scratch

Although I had specialized in the United States as a nursery school teacher, most of my teaching was done at the Cornell University Nursery School where there were the best of equipment and many helpers—students, student teachers, graduate assistants. For the first time I faced the task of beginning a school from scratch. True, I had many ideas, as well as all the latest books with the basic equipment. The books suggest the number of square feet per child, indoor and outdoor toys, where to have a toilet and the like—all impossible to

follow in this situation. Neither the money nor some of the equipment and facilities were available. Many of the things would be useless in India. The schoolroom (a room added on to another one-room building) was scarcely big enough for four children, according to the prescribed area, yet it had to hold twelve children. Since there were no toilet facilities, the children used a bathroom in a house a few feet away from the school. There was no water in the school, so we took an old oil tank, cleaned it and attached it to a water main, providing water for play. Drinking water has to be boiled, so it is not played with. In the school yard there was already a slide and a sandbox. That was all. Many of the parents considered that enough, and there was no money for anything else. So an old tire was hung from the one tree in the yard as a swing.

The chief expense was the erection of the building. The next largest item was furniture, consisting of three tables and twelve chairs, a cupboard, cubbyholes for the children and two planks. One of these planks, supported by regular clay bricks, provided a shelf. The other plank I used outside for all kinds of things—as running board, bouncing board, balancing board, etc. The carpenter built a simple triangle, closed on each side, with one bar through the middle. This made a slide, high and low, and by putting the board in the middle a seesaw. Ten old tires (from Aloka) were put to many uses: for balancing, for making houses, for rolling when balanced boards were put across them; a ladder gym was made by piling them up on both sides, putting a ladder across the top. The ladder I had gotten by going to the bamboo market, giving measurements; for Rs 5 (one dollar) I made three ladders.

Improvising

There was a sandbox but no accessory toys for play. Cigarettes came either in a small packet of ten or in a small rounded tin of about one hundred. These tins were used in the sandbox and for paints, paste, beads and drums. The Mysore open market contains all kinds of stalls selling foodstuffs, cooking utensils, flowers, bangles, hair ribbons, baskets and toys. Here I found wooden cooking spoons, small bowls made from coconut shells, small tin plates—all good for the sandbox—

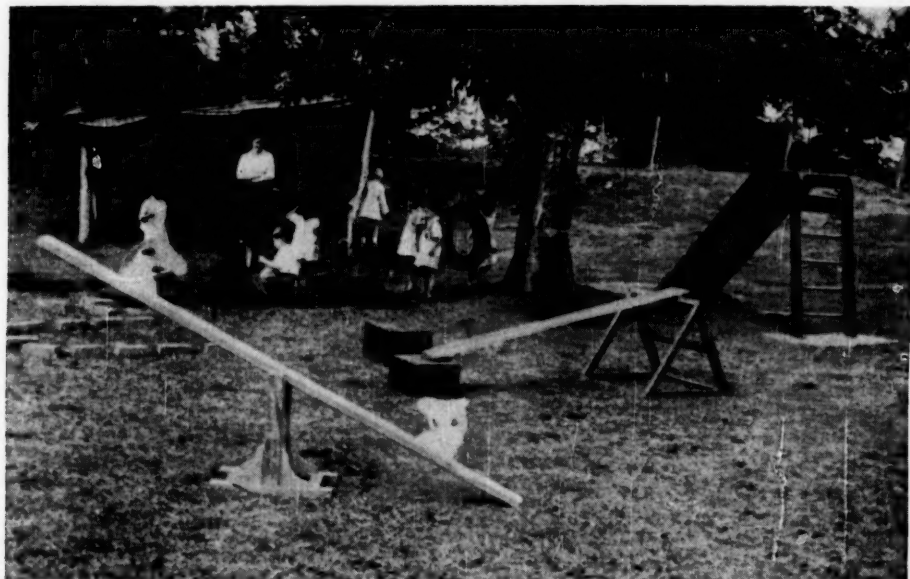
for a total of forty cents. We needed one more thing, something we would not have dreamed of using constantly in America. That was water. At home I did not put water near the sandbox in cool weather for fear the children would get wet and catch cold. Here a bucket filled daily with water was kept next to the sandbox for several reasons. Most of the year it is warm, so that getting wet cooled the children. It is also very dry, raining only a few months out of the year. As a result the sand is dry and fine, so that the children can't really have much scope in play unless they are able to change the feel and consistency of the sand. Now, with the bucket of water, the sandbox was ready for play.

At every stage of planning I had a mental list of the activities of the school and tried to think of ways of getting them accomplished. For the outdoor equipment, I wanted some climbing toys and balancing things. The local store bottlers had packing cases. Wood is costly so this donation helped provide a good toy. These boxes have been used for jumping, climbing, a petrol station, a doll house and such. The children's imagination did the rest. In this way, Indian children are like children everywhere. The outdoor play activities of the children were now pretty well taken care of.

Indoor Equipment

The next problem was how to get things for inside play. The mason, the most important person in regard to building here, was a fourteen-year-old boy who thought that any school must have a blackboard. At first I said that blackboards were not needed for a nursery school. Upon second thought I remembered how much children love to draw on the board. So we had a blackboard. This was a godsend for in India all school children, nursery school up, have a slate because paper is expensive. The blackboard was used for drawing. I invested in some colored chalk, and I was in business! Every child likes to paint but the only available paints are imported from England. The big tax made paint too costly. The parents told me that such an expenditure was out of the question; the children would have to do *without* paint. I didn't like this, so looked for another way to solve this problem. Indian women for religious and other reasons (denoting married state or just beauty) put a "kumkum" (a small painted spot) on their foreheads. I bought all shades of kumkum powder and experimented with it. By adding soap powder and cornstarch as a thickener, it was usable and safe paint. Small sponges and ends of spaghetti dipped in the paint weren't

Outdoor equipment in Aloka Nursery School, Mysore State, Southern India



Courtesy Rachel Aber Schlesinger

exactly the same as paint brushes; but they made an interesting substitute, together with fingers.

Many Languages

The school opened on a hot summer day, although the building was unfinished and many of the school facilities were lacking. Only four children came, unaccompanied by their mothers. I remembered all the difficulties when children leave home and are separated from their mother for the first time. I didn't quite know what to expect. Of the four children one was American (in whose yard the school was built), one the son of an English missionary doctor, one the daughter of an Anglo-Indian mother and a Parsee father, and one an Indian girl—all about three and one-half years of age. Three of them spoke English in the home; one neither spoke nor understood a word of English but spoke Marathi (not the local language, but one spoken in Maratha State). All the children spoke the local language, Kannada, and one of the children spoke also a fluent Hindi. With only English and a handful of words in Hindi and Kannada, I did not feel too well equipped language wise. My language difficulties were to increase as two little girls joined the group. One spoke Hindi, the other only Urdu (plus Kannada, of course, but no English). Then there came another girl who spoke Bengali but understood a bit of English.

Finally there were two little boys who had just moved to Mysore. They didn't understand or speak any of the local languages or English, speaking Marathi. One boy spoke only Telegu. By the time the group reached twelve, however, the original four spoke and understood English; the others understood most of what was told them and tried to make themselves understood with a mixture of their different tongues. By this time I was a bit more fluent in Hindi and had learned much Kannada from the children (but in this language I never even approached fluency). The language handicap was a drawback when I was trying to explain something or when I wanted the children to follow directions. When I left the school there were twelve children in the school, speaking seven different languages as their mother tongue. As each child enrolled I gave a short questionnaire to the parents to

fill out, asking among other things the language spoken by the child. The answers were interesting since not only did the twelve children have so many different mother tongues but they also each spoke two other languages and English, which they learned in school. These languages were Kannada, English, Bengali (spoken in the North, in Bengal), Hindi (the proposed official language of India), Marathi (spoken in Bombay area, in the state of Maharashtra), Telegu (spoken in Urdu—similar to Arabic spoken by Moslems).

The children in my school were drawn from an upper strata of society. The fifteen rupees (3 dollars) fee per month was too much money for the average Indian family. Mysore has a university and the National Food Technical Research Institute, where scientists from all over India are employed. Four of the children in the school came from families associated with the institute. Their parents came from another part of India, speaking a different language in the home. Two of the children came from the families of doctors, and the fathers of three of the children were on the faculty of the International Training Centre, Aloka. One child's father was a successful businessman.

The First Days

When the children first entered the school I required that a parent or Ayah (nurse-maid*) accompany the child, for I was accustomed to crying and clinging to mothers in American nursery schools. The families couldn't understand why a child needed someone to accompany him on the first day of school, and they did not understand my reasons until I explained there were so many new things for the child: new surroundings, new children, a teacher, and a new language too. On the first day all but one child came with an Ayah. That one child came by herself. On the second day each child came by himself. The parents sent notes that the child no longer required anyone with him. Much to my amazement not one child cried or asked for his mother or Ayah. In the beginning a child's

* This woman is usually with the child from birth, sleeps with him, often takes complete care of him—one of the essential servants in a middle- or upper-class home. The average salary of the Ayah may be from forty to eighty rupees per month in Southern India (eight to sixteen dollars). In addition, room and board are provided. Servants in general are paid a low enough salary that most houses will have at least an Ayah and a cook, perhaps even a sweeper. Wealthier families also have a dhoti who washes clothes.

behavior seemed to tell me that he was resigned to his fate, good, bad or indifferent. He was passive.

The most common reaction to starting school was for the child to be very quiet and shy, to stand either by himself or to follow me around. Gradually this changed, taking different lengths of time with the children. I felt a big step forward was made when the children were able to make noise, to shout and to call to each other in outdoor play. All through his school life the Indian child is subjected to so much regimentation that it has a lasting effect on him. Often the children would play a shouting game, letting forth with a yell when a child negotiated the slide in a certain manner. The new children would be astounded and confused, not knowing what to make of this kind of behavior, and would come up to me to see what I would do about it. The fact that I did nothing and seemed pleased took a long time for them to understand. But it was always a real pleasure to see a new child first stop frowning at the shouts, then starting to laugh, and eventually joining in.

In all these months I consciously tried to build up the confidence of the child, to praise his imagination and ingenuity, to get him to work and play together with the others, and to help him rely on himself. It was a problem to get children who are used to bossing a servant. It took some time for some of the children to realize that my function was not to fetch and carry for them, that I considered them capable and expected them to do things for themselves. This is one thing they learn quickly at this age, although more slowly as they grow up.

Important Learnings

The only reason parents were sending their children so far out to school was because they felt a lack in their existing schools. In India the child of three is enrolled in the schools. He is taught the alphabet, English and Kannada, numbers, reading and writing. The teachers feel that the parents are demanding tangible evidence for what the child is taught. Many of the schools do not have an idea of nursery training. (I found the standards of nursery education depressing in Southern India.) The parents had to be convinced that in nursery school the child need not learn the three R's

but has important things to learn, such as how to get along with other children and the social graces of the preschooler. Some particular concerns were the development of the child's relationships and his growth in learning to rely less on his Ayah and more on himself. The exact situations may differ, but basically a nursery school in India can attempt the same kinds of learning situations as one in America. Three- and four-year-olds have no need to learn reading, arithmetic and spelling. Nursery school is a learning environment where the child must learn not only to conform but at the same time keep his own individuality in the group. Children must adjust to the social situation. Many of the children had had little idea of how to play with others. If they wanted a toy or to play with one of the children, they were used to having their Ayahs fulfill their needs. In school they had to learn that they were individuals but also in a group of children. Many of the things that they did at home were not acceptable at school. They began to be aware of the other children and sensitive to their approval or disapproval. They had to modify some of their behavior. A crying tantrum in school, instead of bringing results, brought isolation from the group and disapproval. New ways had to be learned; behavior had to change. Many Indian children were extremely inhibited when they first came to the nursery school but they became less so. Many parents were at a loss to understand why I was so happy when a child began to shout or assert himself in school. I was happier with spontaneous actions of the child as he became a freer child.

In other areas besides learning how to play together, the children were ready and eager to learn. I didn't face the problem that many nursery school teachers have in the States who don't dare teach some things for fear of intruding on the curriculum of the kindergarten teacher. When the children were ready to learn I was able to teach them. The group was small enough so that I could help each child at his level. In the short time all the children learned English. It was an extremely rewarding experience to be able to teach these children. Getting the school organized, working with the children and adults was a learning experience for me as well, a stimulating and challenging one, bringing me close to the people of this fascinating country.

News HERE and THERE

By ALBERTA L. MEYER

New Life Members

Margaret Cross, La Mesa, California
Theo Dalton, Auburn, Alabama
Maxine Dunfee, Bloomington, Indiana

1961-62 Fellow

On August 1, Beverly Karlen, kindergarten teacher from Denver, Colorado, began her year as ACEI Fellow for 1961-62. Miss Karlen was chosen to represent all ACE branch members, especially those in the Great Plains region.



Beverly Karlen

The Fellow's duties at headquarters are varied. She helps to prepare for the annual study conference, represents ACEI at meetings of other national groups, helps to prepare publications, visits schools in different communities, and interprets a branch member's point of view to staff and Executive Board.

As a member of the Denver ACE, Miss Karlen helped in the preparation of exhibits for the group's annual studio meetings. She attended the 1961 ACEI Study Conference in Omaha as a branch delegate.

Beverly Karlen has been active in the Denver Teachers Club and served as a panelist in the first kindergarten section meeting of the Colorado Education Association. Twice she has been nominated for the Teacher Award Foundation of the Denver Public Schools. In the summer of 1960 she taught a lecture course in kindergarten theory at the University of Wyoming and worked with children and student teachers in the laboratory school. Before

going to Denver in 1952, she taught for two years in St. Paul, Minnesota, her home community.

Miss Karlen is interested in active sports such as hiking, golfing, skiing and skating but also enjoys knitting and reading.

Childhood Education Center

Laura Hooper, our program coordinator, welcomes contributions from individual members and ACE branches of children's materials which can be exhibited in the Center. Two such exhibits were featured in September. One consisted of children's art work from St. Louis County, Missouri. The other, from Leon County, Florida, presented a range of art materials, including paper cuttings and collages.

Contributions to the Building Fund dropped considerably over the summer—a period of branch inactivity. However, the reduction of our mortgage to approximately \$132,000 encourages us to continue to work for a debt-free building. Gifts to the Building Fund are still needed and will be much appreciated.

1962 ACEI Study Conference

Indianapolis, Indiana, is the location for the 1962 ACEI Study Conference. Preliminary planning, begun at the August Board meeting, gives every indication of an outstanding program. Our Indianapolis hosts are making plans for a number of field trips as well as the usual school visiting. Plan to attend the week of April 22. Put it on your calendar now, and watch for the preliminary program with registration blanks in the December issue of CHILDHOOD EDUCATION.

Children's Book Week

"Hurray for Books!" has been selected as the theme for National Children's Book Week, November 12-18. This is the forty-third year that this traditional week seeks to focus attention on the wealth of books available to children. Libraries and schools everywhere will join in the celebration.

The Children's Book Council, Inc., 175 Fifth Avenue, New York 10, will be glad to furnish information and materials. Write to them for The Basic Book Week Kit (\$1), The

Book Party Quiz Kit (\$2.50), The Book Fair Kit (\$1.25), and a number of individual items. All are attractively illustrated by well-known children's book artists.

United Nations Day

October 24 will be celebrated throughout the world as the sixteenth anniversary of the founding of the United Nations.

ACEI is a council member of the U. S. Committee for the United Nations. Helpful materials and a publication list may be secured from this organization at 375 Park Avenue, New York 22. UNESCO chairmen in local branches and state associations can do much to support the work of the United Nations by planning programs in local communities to build better understanding and good will.

American Education Week

"Your Schools: Time for a Progress Report" is the theme for American Education Week, November 5-11. Information and materials may be obtained from the National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

Department of Kindergarten-Primary Education Changes Name

The name of the Department of Kindergarten-Primary Education, National Education Association, has been changed to the Department of Elementary-Kindergarten-Nursery

Education. The change took place in June 1961, following a four-year study of the organization's purposes and services and the needs of the profession. Instructional services will be provided for all teachers in elementary schools, with continued emphasis on the provision of education for four- and five-year-old children.

New Education Associate at AAUW

On September 1 Alice Fulmer Dunham began her duties as staff associate in elementary and secondary education for the American Association of University Women. She replaces a tireless worker on behalf of children, Christine M. Heinig, who resigned to assume family responsibilities. Miss Heinig is an ACEI international member and has served on a number of its committees. She will continue to act as chairman of the Committee on the Mary Dabney Davis Childhood Education Fund. We regret losing our close association with Miss Heinig but warmly welcome her successor.

You Were Represented

The National Advisory Committee on the Exchange of Teachers—Annual Dinner for Exchange Teachers, Washington, D. C., August 23, by Beverly Karlen, ACEI Fellow.

National Conference on Citizenship, Washington, D. C., September 15-19, by Beverly Karlen.

National Children's Book Week, November 12-18



The Children's Book Council, Inc.

Books for Children

Editor, HAZEL WILSON

BENITO. By Clyde Robert Bulla. Illustrated by Valenti Angelo. New York: Thomas Y. Crowell Co., 432 Park Ave., S., 1961. Pp. 85. \$2.95. Some stories with a Mexican background are mostly background, with characters and plot sketched in lightly. In this story, however, the background is solidly there yet not obtrusive. The story concerns Benito, almost too shy to speak, aware that he is unloved and unwanted even by his uncle who takes him home to live on his farm. The uncle does not mean to be cruel, yet he suppresses any attempt by Benito to draw or to have any other interest in life but hard work on the farm. Life is all work for Benito until he meets the artist Manuel Vargas, who inspires Benito to draw and carve in secret. A small achievement in carving unlocks Benito's ability to express himself in words and to take a stand against his uncle's domination. The story is told in language simple enough for easy reading and the print is large. Ages 7-10.—H.W.

BIG & LITTLE & UP & DOWN. *Early Concepts of Size and Direction.* By Ethel S.

Note: Order books directly from publishers.

Berkley. Illustrated by Kathleen Elgin. New York: William R. Scott, Inc., 8 W. 13th St., 1960. Unpagged. \$2.50. The two popular books, *Big and Little* and *Up and Down*, have been combined into one volume. The spritely definitions will satisfy the curiosity of young children and stimulate their desire to know. There is also stimulation of independent thinking. Some of the definitions have a pleasing poetic quality; for example, "Low is the way the sun looks before dark." Or, "Nobody knows, or can even suppose, how high is up." Relationships in size and space are clearly stated and emphasized by simple but effective illustrations. This little book could be used as an introduction to arithmetic yet it has a wider appeal, for it answers things which interest all young children. A book for the home as well as for the school library. Ages 5-8.—H.W.

DEAR RAT. By Julia Cunningham. Illustrated by Lorraine. Boston: Houghton Mifflin Co., 2 Park Ave., 1961. Pp. 126. \$2.75. This reviewer did not expect a story about a rat to turn out to be the exciting, romantic tale this one is. Andrew, the American rat who goes to France, is brave and bold and seems to have the strength of ten as he fights against the villainous rat Groge and his mobsters. Missing jewels from a statue in the Cathedral of Chartres, a chase through the sewers of Paris, winning the hand of a fair princess rat—all this and more are related with dash and a hint of satire, for this is a

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ELSA: THE TRUE STORY OF A LIONESS.

By Joy Adamson. New York: Pantheon Books, Inc., 333 6th Ave., 1961. Unpagged. \$3.50. A bestseller for adults has been cut down to child-size without losing the appeal which made it popular. The photographs of Elsa are superb. This is the true story of a lion cub brought up as a pet by the author-photographer. It seems exactly right that when she is full grown Elsa is left in the bush to live her own life as a lion among other lions. The picturebook set will enjoy the pictures and older children of assorted ages will find pleasure in both the short text and the photographs. Some of them will want then to read the adult book. *Ages 6 up.*—H.W.

FARAWAY FARM. *By Hilda Boden. Illustrated by Ursula Koering. New York: David McKay Co., Inc., 119 W. 40th St., 1961.*

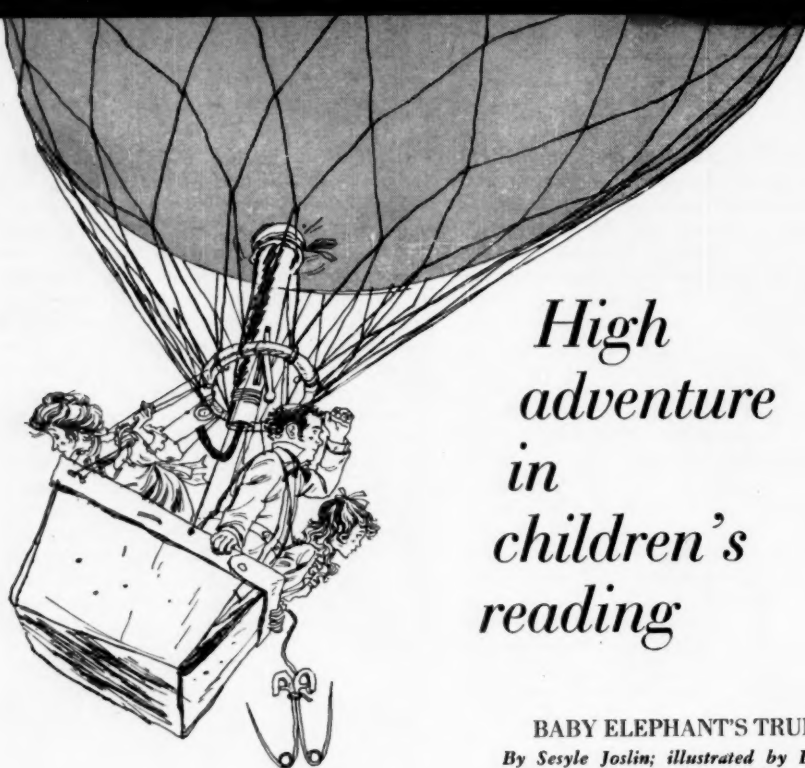
Pp. 135. \$2.95. Fourteen-year-old Giles and his sister Sarah are a spunky pair. When their widowed mother inherits a small farm in Scotland, they are eager to leave grimy London. Their brother Robin, however, is reluctant to leave city comforts. A little like the boy in *The Secret Garden*, Robin makes ill health an excuse for bad temper. He makes little effort to recover from his lameness caused by an attack of polio. How the family journey to their new home in the Scottish highlands and settle in (as the English say) makes a warm family story. The youngest of the children, Polly, is especially ingratiating. She takes to country life as if born there, finding plucking a hen interesting and catching trout in a brook by tickling them a pleasant way to go fishing. At first their rich neighbor, the laird, resents the Weatherby family. After Robin exerts himself to help capture poachers on the laird's property, however, and the laird becomes acquainted with the family, he accepts them as friends. By the end of the story everything has improved—Robin's health and disposition, the laird's attitude and the family's prospect for a happy future. Not a pretentious yet a satisfying story for the 8 to 12 group.—H.W.

THE HAPPY LION'S QUEST. *By Louise Fatio. Illustrated by Roger Duvoisin. New York: Whittlesey House, 330 W. 42d St., 1961. Unpagged. \$2.50.* The many young friends of *The Happy Lion* will greet with pleasure another book about him. This time he becomes unbearably lonely for his friend Francois, the zoo keeper's son. Francois is at boarding school and the lion does not know where the school is, but he leaves his home in the zoo and goes searching for his friend. While the lion is hunting for Francois, people are hunting for the lion. The lion finally finds the school, and the teacher graciously allows him to visit the arithmetic class. After the lion learns that Francois will be home for weekends, the friendly animal is perfectly willing to go back to his zoo. Roger Duvoisin's lion has never looked more benign. For a bit he looks sad, and children will be happy when he becomes a happy lion again. *Ages 4-8.*—H.W.

LE HIBOU ET LA POUSSQUETTE. *By Francis Steegmuller. Freely translated into French from the English of Edward Lear's "The Owl and the Pussy Cat." Illustrated by Barbara Cooney. Boston: Little, Brown & Co., 34 Beacon St., 1961. Pp. 31. \$2.95.* Translator and illustrator combine to produce a delightful book which will charm children of any age. Stimulation of an interest in the French language is made so pleasant that almost any child would be inclined to think it fun to learn French. There is wit and humor in both text and pictures, yet the Lear quality is preserved. He would have loved this spirited version of one of his most popular poems. It is even funnier in French than in English and the illustrations are wonderful. *Ages 5 up.*—H.W.

LE PETIT CHIEN. *By Denise and Alain Trez. Illustrated by Alain Trez. Cleveland: World Publishing Co., 2231 W. 110th St., 1961. Unpagged. \$1.95.* An English translation

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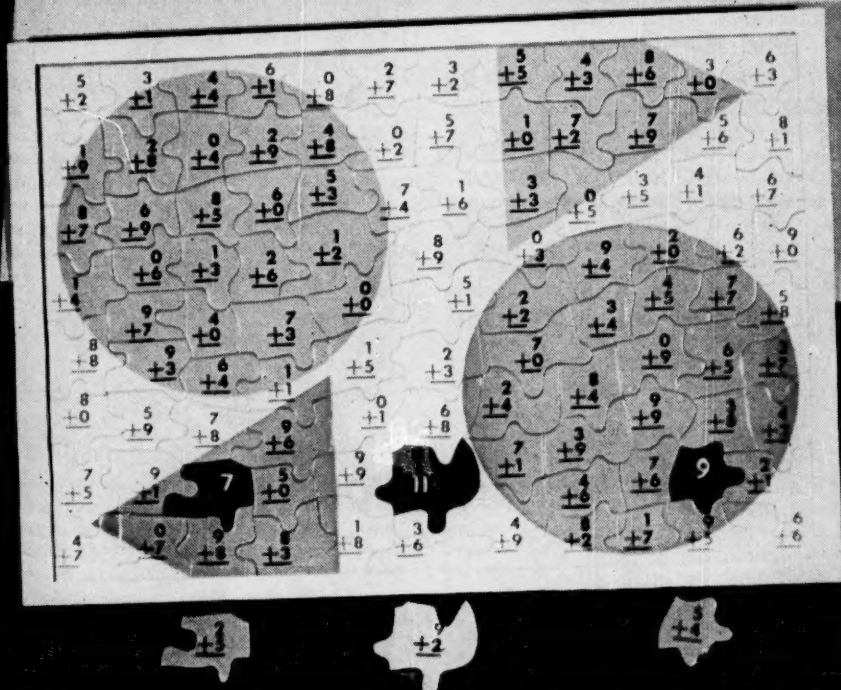
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JUMP THE ROPE JINGLES. *Compiled by Emma Vietor Worstell. Illustrated by Sheila Greenwald. New York: The Macmillan Co., 60 5th Ave., 1961. Pp. 55. \$3.25.* Teachers who direct outdoor recreation in elementary schools will find these jingles for jumping rope useful. Girls in particular will enjoy learning jumping-rope rhymes they do not already know. These are pleasant rhymes to read as well as to learn by heart. The illustrations are simple but attractive. *Ages 5 up.*—H.W.

Science

WONDER-WORKERS OF THE INSECT WORLD. *By Hiram J. Herbert. Illustrated by Robert Gartland. New York: E. P. Dutton & Co., 300 4th Ave., 1960. Pp. 160. \$3.* Fascinating in its detail, this book is a thoroughly interesting account of the life habits of a dozen or so common insects. The author is a keen observer and will inspire many of the readers of this text to observe more carefully. *Ages 12 up.*—Reviewed by ALPHORETTA FISH, Acting Assistant Professor, Department

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ALCHEMY TO ATOMS. By Ellsworth Newcomb and Hugh Kenny. Illustrated by Eva Cellini. New York: G. P. Putnam's Sons, 210 Madison Ave., 1961. Pp. 128. \$2.95. An excellent introduction to chemistry that is clearly written, well organized and interesting. This is for the child who really wishes to learn the basic concepts of chemistry. Ages 10-14.—A.F.

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THE PLANET WE LIVE ON. By Felix Sutton. Illustrated by John Hull. New York: Grosset & Dunlap, 1107 Broadway, 1960. Pp. 101. \$3.95. A storehouse of well-organized information about the planet, Earth. Theories of the earth's creation, what causes the tides, how we "see" inside the earth, water under the ground, earthquakes, volcanoes, rocks, minerals, metals, oil, glaciers, animals and caves are but a few of the topics discussed and illustrated. Ages 10 up.—A.F.

(Continued on page 80)

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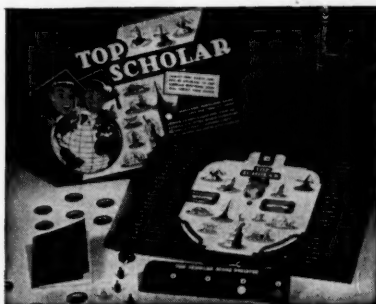
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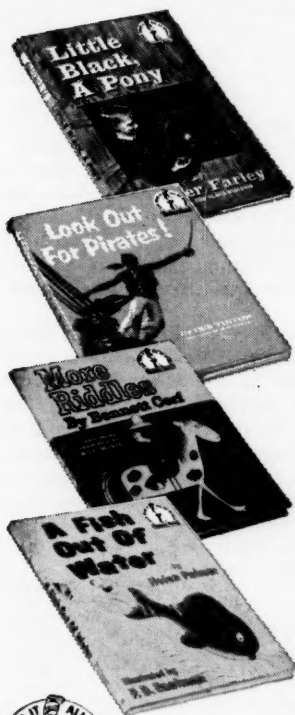
FRUITS WE EAT. By Carroll Lane Fenton and Hermine B. Kitchen. Illustrated by Carroll Lane Fenton. New York: John Day Co., 210 Madison Ave., 1961. Pp. 128. \$3.50. These two scientists have treated the subject of common and unusual fruits both from a historic and a botanic point of view with a most satisfying result. Carefully written and exceedingly interesting. Excellent drawings. Helpful index. Ages 9 up.—A.F.

ALUMINUM, THE STORY OF AN INDUSTRY. By Bart Benedict. Illustrated by Parker Edwards. Menlo Park, Calif.: Lane Book Co., 1961. Pp. 61. \$2.95. This colorfully illustrated book tells the curious story of the simultaneous discovery by two young college students of an economical way of getting aluminum from the vast supply of clays from which this amazingly useful metal is obtained. Electricity does the trick. Aluminum which was rare and expensive became plentiful and fairly cheap. Everyone knows these days that aluminum has many uses in the home industry. This interesting book tells us why it is so useful and how it is processed from the clay bank to hundreds of products from aluminum foil to rockets. Ages 10 up.—Reviewed by PAUL E. BLACKWOOD, Consultant, Elementary Science, Office of Education, U.S. Department of HEW, Washington, D. C.

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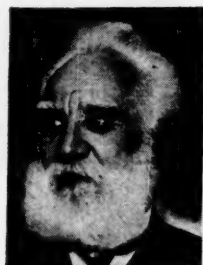
Editor, HELEN L. SAGL

Helen L. Sagl, column editor for 1961-63, is associate professor of education, School of Education, Indiana University, Bloomington.

READINGS IN CHILD AND ADOLESCENT PSYCHOLOGY. By Lester D. Crow and Alice Crow, Eds. New York: Longmans Green & Co., Inc., 55 5th Ave., 1961. Pp. 585. \$3.95. During the past five years, books of readings have become very popular. To make what they feel is a useful textbook or a source for supplementary reading, Crow and Crow have organized ninety-two articles on the subject of child and adolescent psychology under fifteen headings. Many articles, and the diversity of these articles, give this book a distinct advantage over similar books in this field. But the fact that twenty-five of the articles are four or less pages in length merits some criticism, especially since these articles describe complex psychological concepts. To the point is the authors' limited treatment of projective techniques and the development of thinking. Perhaps these articles were not written to inform the reader but merely to stimulate him. In contrast, the articles by Harlow, Bronson, Guilford, Brandt and Cantor add psychological depth to the book.

This book, like a dictionary, is not designed to be read sequentially from beginning to end. Rather the articles are to be read selectively, chiefly as supplementary material. The book's value as a supplementary source is enhanced by the fact that the paperback binding and publishing style have reduced the cost of the book and thus made it accessible to more readers.—Reviewed by NICHOLAS J. LONG, Associate Professor of Education, Indiana University, Bloomington.

TELEVISION AND OUR SCHOOLS. By Donald G. Tarbet. New York: The Ronald Press Co., 15 E. 26th St., 1961. Pp. 268. \$5. This book introduces the beginner in educational television to a rapid survey of the history, production techniques, equipment and classroom uses of television. It assumes that television is a proved and tested medium for



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improving the learning and teaching now current in the schools of America. It assumes also that, although television as a tool of education, is a technical subject, it is understandable in its broad outlines and practices to all practitioners in education.

Specialists in educational television will find this survey of the subject too simple for their use. How restricted it is may be indicated by these observations: twenty-eight pages devoted to facilities and equipment; twenty-four to program planning and production; eighteen to the administration of educational television programs. But those for whom it was written, teachers, administrators and parents—people who are eager to begin to learn how this medium of communication may contribute to the effectiveness and efficiency of the schools on all grade levels—will find it informative and helpful.

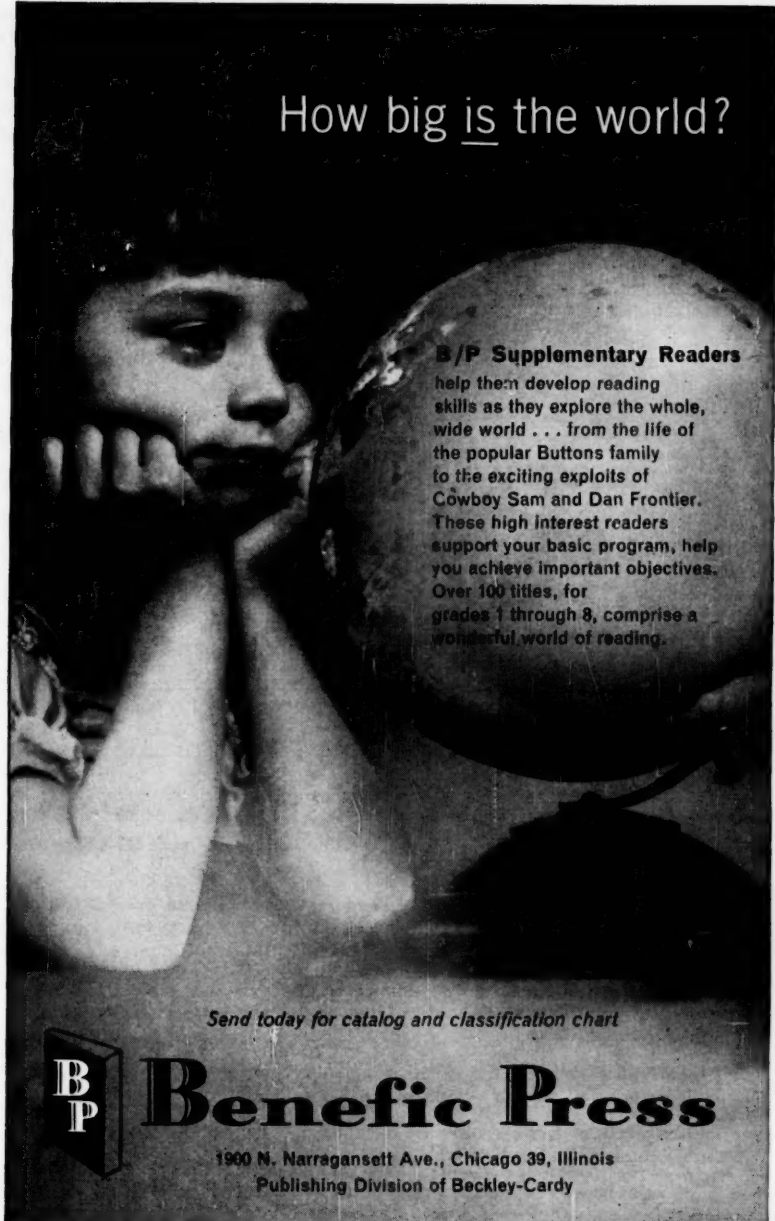
Written in a sober fashion, the book presents many facts—not all of the relevant facts by any means, yet enough to support the generalized observations and judgments of the author. He says of television's contribution to education, for example, "Television is developing into an important part of the field of



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audio-visual education." To many, such a judgment may be too tame. Others will agree that the author's judgment is just, that eventually television will settle into the accepted and familiar patterns of school life and will only then prove its true value to the learners and the teachers of America.

Readers who desire more extensive and technical sources of information will appreciate the extensive reading lists at the close of each chapter.—Reviewed by GEORGE C. JOHNSON, Director, Educational Radio and Television, Indiana University, Bloomington.

TEACH WITH TELEVISION. By Lawrence F. Costello and George N. Gordon. New York: Hastings House Publishers, Inc., 151 E. 50th St., 1961. Pp. 192. \$5.50. Instructional television—its production and use from the elementary school through the university—is presented in a concise and interesting style. Differentiating at the very beginning between "instructional" and "educational" television, the authors give attention to such important topics as equipping of studios and receiving classrooms, production of materials, total



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planning of the lesson and its use in enrichment, cooperative and total teaching situations. Classroom organization and various administrative plans are discussed.

Financing educational ventures demands our attention, and the authors give a rather complete review of equipment, operating and real costs of instructional television as well as areas of financial support. Diagrams, floor plans and photographs of various pieces of equipment and their installation give greater meaning to the topic. A selected bibliography and a glossary of technical terms add to the usefulness of this manual.

Treating both closed-circuit and standard television broadcasting and emphasizing the role of the teacher, the authors have displayed their own familiarity with practical classroom procedures and have written a book that will be most useful to teachers, administrators and others interested in this effective instructional media.—Reviewed by RICHARD E. PELL, *Elementary Principal, University School, Indiana University, Bloomington.*

SUMMERHILL: A RADICAL APPROACH TO CHILD REARING. By A. S. Neill.

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By IRVING D. HARRIS, M.D.

A valuable book for those who are concerned with children who *cannot* learn despite adequate intelligence and competent teachers. Dr. Harris, a noted psychiatrist and author of *Normal Children and Mothers*, studied hundreds of case histories to discover the emotional disturbances that seem to underlie specific learning blocks in children. By comparing the non-learners with learners, he reveals several specific factors which tend to produce particular kinds of learning problems. He points out the effects on children of such factors as: parental expectations of maturity; the mother's tendencies to blame others or herself for faults and problems; the ambitiousness of the parents, and others.

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Illustrated by Honoré Guilbeau

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New York: Hart Publishing Co., 74 5th Ave., 1960. Pp. 392. \$5.75. As intensely personal as an autobiography, which in a sense it is, *Summerhill* is an account of a fascinating, courageous experiment in child education carried on in a school in England. The author, the school's headmaster for almost forty years, describes day-to-day living in a school where the principles of freedom and nonrepression are applied.

In philosophy and methodology, Summerhill's educational program—if it may be called a program—is the antithesis of what many critics of today's school say they want in a school. Functioning under a true children's government, in which democracy operates at its highest level, the atmosphere of the school is one of unstinting love, approval and responsible freedom. Book learning is subordinated to happiness, sincerity and sociability. From an early age, children are left free to make their own decisions. As an example, they may or may not attend classes as they wish and may even loaf for weeks at a time. Yet children learn in this school, and the happiness and adjustment of its alumni attest to the validity of the program.

Certainly reading this warm, sincerely written book (as readable as a novel) is a challenging, thought-provoking experience. Educators, psychologists, fathers and mothers seeking enlightenment about the problems of child rearing will want to read and re-read it. —H.L.S.

REFLECTIVE THINKING: THE METHOD OF EDUCATION. By H. Gordon Hullfish and Phillip G. Smith. New York: Dodd, Mead & Co., 432 Park Ave., S., 1961. Pp. 273. \$2.95. This book is intended for use in courses in philosophy of education or in general methods courses. It represents a courageous departure from typical texts in this area in that much attention is given to the analysis of meaning, to formal modes of thinking, and to the grounding of value judgments. Many professional curricula fail to stress these matters and the book performs a distinctive service in making them central rather than peripheral considerations for teachers. Of particular worth in this context is the stress the authors place on the role of logical or reflective analysis in grounding value judgments, since such judgments are frequently dealt with on the basis of maxims,

exhortations and vaguely stated principles never subjected to examination.

Elementary teachers should approach *Reflective Thinking* primarily as background upon which to base a broad change in emphasis in their teaching rather than as a source of specific educational objectives or methods. The book has considerable depth and holds wide implications for teaching. Teachers would do well to discuss it thoroughly in small groups.—Reviewed by RICHARD L. TURNER, Assistant Professor of Education, Indiana University, Bloomington.

TALENT AND EDUCATION. By E. Paul Torrance, Ed. Minneapolis: The University of Minnesota Press, 1960. Pp. 210. \$4.50. Mr. Torrance, director of the Bureau of Educational Research at the University of Minnesota, includes in this book a series of papers presented at an institute on gifted children. Contributors are drawn from various fields in elementary, secondary and higher education and include such well-known personages as Catherine Cox Miles, Anne Roe and Florence Brumbaugh, as well as others currently working with the gifted.

These papers are concerned with the theoretical as well as the practical aspects of the major issues of the education of gifted children. The breadth of the series permits the novice an overview of the important problems confronted in the education of gifted children, while the depth of some of the papers affords food for thought for those with considerable background in the subject. Highly provocative to the latter are the several follow-up studies in the book and other reported research.

After a brief introduction, problems relevant to the identification of the gifted are considered. Attention is then given to geniuses and great Americans, followed by three divergent points of view concerning school provisions for meeting the needs of the gifted. Most significant is a discussion of the papers presenting these views. The next section contains five brief reports of local studies and programs. A final and most valuable section presents action and research ideas.—Reviewed by JOHN EICHORN, Associate Professor of Education, Indiana University, Bloomington.

GROWING UP WITH SCIENCE. By Marianne Besser. New York: McGraw-Hill Book

OCTOBER 1961

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Co., 330 W. 42d St., 1960. Pp. 211. \$4.50. Among the numerous books devoted to the development of children's science interests, few will have more human interest or a firmer foundation in experience than this volume designed to help parents open the fascinating doors of "how" and "why" things happen as they do in the physical world. The authority of this book arises from the firsthand information about how children "grow up with science" gathered from parents of recent youthful winners of the national Science Talent Search and from parents who are themselves scientific leaders.

From these data the author has written a charming log of ways in which curiosity and imagination, the recognition of fallacy, the acquisition of vocabulary and the exploration of good books became everyday adventures in every home. From this point the writer follows the lead of her resourceful subjects through the various fields of science, recounting for the reader the observations, manipulations, explorations and experiments that help young people find science all around them in living things, in machines, in matter, in number and in the universe.

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As the reader enjoys this interesting volume, he wonders why the author addressed it primarily to parents. Every teacher of children can relate to his own teaching the suggestions given by the writer and her subjects in such delightful profusion and variety. In fact, as a contribution to the teacher's insight into the needs and concerns of children with special science interests and talents, this book would appear to be of great value. In any case, it is a unique contribution to development of an understanding of children's growing awareness of science and a rich reservoir of ideas for those who are entrusted with the guidance of this essential process.—Reviewed by MAXINE DUNFEE, Associate Professor of Education, Indiana University, Bloomington.

PREDICTING DELINQUENCY AND CRIME. By Sheldon and Eleanor Glueck.

Cambridge: Harvard University Press, 1959.

Pp. 273. \$5. The tragedy of crime and delinquency is so widely recognized today that there is hardly a need for further rhetoric about it. What is needed is a practical approach toward solution or, at least, alleviation. This is what the Gluecks offer in *Predicting Delinquency and Crime*.

To be sure educators, psychologists, sociologists and astute observers from many other fields have long identified causal factors in delinquency and recommended cures. But generally the recommendations have implied programs which would not be immediately feasible. The process of change must be gradual and the Glueck tables can implement this change.

The authors have spent many years collecting data from the lives of delinquents and have tentatively established variables which can assist in the early identification of potential delinquents. The primary intent of the research is to aid judicial and correction agencies in rehabilitation of convicted delinquents. However, the identification of potential delinquents, the prospect of which is of great interest to educators, is stressed as being the ideal outcome of their research.

Readers will not be startled by the principles which are suggested by the Glueck tables. They appear to support the most widely accepted postulates of developmental psychology, and while readers can take pleasure in the

apparent verification of these principles, they will quickly recognize the lack of statistical validity of the prediction tables. This is not an indictment of the research. Several decades are needed to establish such validity. The authors are keenly aware of this problem and urge that others assist in the testing of their tables.

Teachers and administrators can make a definite contribution to this valuable work. Through direct and indirect contact we can express our approbation of the sound, individual approach to the rehabilitation of delinquents.

It is an understatement to say that the existing legal processes are not adequate for the task of rehabilitation. Yet various responsible agencies must work with these processes. The authors accept these limitations and, in language with which the judiciary is most familiar, give a plan for improvement which appears to be most promising.

Teachers, particularly those in guidance work, should find the tables valuable in their

own work as well. Moral and financial waste caused by delinquency demands reform. Teachers are sensitive to this condition to a degree which perhaps exceeds all other professions. The Gluecks can lead us several steps toward this goal and we must not fail to support their work.—Reviewed by WILLIAM HEINER, Campus Coordinator in Elementary Education, Syracuse University, N. Y.

LEADERSHIP FOR IMPROVING INSTRUCTION. *Yearbook of the Association for Supervision and Curriculum Development. Washington, D.C.: National Education Association, 1201 16th St., N.W., 1960. Pp. 198. \$3.75.* Improvement of instructional leadership is a topic of concern to all people who desire quality education for the boys and girls of America. Anyone directly involved in the educational enterprise should be aware of the need for constant appraisal in order to keep our schools apace with the dynamic nature of modern living. Unfortunately many school leaders struggle tena-



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ciously to preserve the status quo by fostering a blind allegiance to established procedures and policies. Such action inspires the use of authoritarian methods which completely ignore the conclusive evidence of research, the wisdom of experience and the guiding principles of democracy.

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Among the Magazines

Editor, JULIA MASON HAVEN

THE CENTURY OF THE CHILD. By Peter Neubauer, M.D. *The Atlantic* (July 1961). This supplement on psychiatry in American life was one of the most exciting magazines on the stands this summer. It is difficult not to comment on many of the articles; however, one of the most impressive was "The Century of the Child." Dr. Neubauer starts out saying: "The scientific study of child development did not begin until the twentieth century . . . sometimes calling the century the 'century of the child.' If it is to live up to this label, we must make better use of the next forty years than we have of the past sixty years." Dr. Neubauer clarifies many of the early misunderstandings of the contributions of Freud and thoroughly destroys any false ideas of such a thing as a set of ready-made prescriptions for rearing (and teaching) children.

He gives an excellent resumé of work done thus far but sharply criticizes the current lag in meeting needs of children—our most important world resource. He refers to the United Nations' "Declaration of the Rights of the Child," as set forth in 1959 and then illustrates how far behind we are in the United States in the fulfillment of these objectives.

Two million children in the United States live in destitution in homes in which one parent is absent or ill.

Four-fifths of all of the counties in the United States still have no psychiatric services whatsoever.

Fifty per cent of all clinics are located in and concentrated among the northeastern states.

He also feels it is a sad commentary that so few workers in this field are prepared to handle the young child and his problems. Finally, he calls us to task with the statement that "the lack of action to implement our conviction that emotional health and pathology are determined in early childhood is shown in almost NO institutional facilities for the emotionally disturbed preschool child." This is a challenge to all parents, teachers and interested citizens.

A YOUNG PSYCHIATRIST LOOKS AT HIS PROFESSION.

By Robert Coles, M.D. *The Atlantic* (July 1961). A second article of great interest from *The Atlantic*, and deeply thought provoking, this could be the same kind of thinking of a fine teacher, lawyer, clergyman or one from any professional group, showing the deep inner concern held by "dedicated" persons. When discussing the early leaders in the field of psychiatry and psychology Dr. Coles ably states: "Opinionated, determined, oblivious of easy welcome, they were fighters for their beliefs, and their ideas fought much of what the world then thought." He continues in comparing the world of today and the people in it saying: "This is a different world. People today are frightened by the memory of concentration camps, by the possibility of atomic war, by the breakdown of old empires and old ways of living and believing. Each person shares the hopes and terrors peculiar to this age, not an age of reason or of enlightenment,



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but an age of fear and trembling." He is not being pessimistic, only telling what seem to be the concerns of people today.

In this day of "institutional rigidities" we are likely to forget that individuals are desperately in need of warmth and personal concern for and from one another. "If we become cold, and our language frosty, then our estrangement is complete." As teachers, parents, psychiatrists and theologians, we cannot look at people as apart from their daily concerns and in some way give aloof comfort . . . "We must manage to blend poetic insight with a craft and unite intimately the rational and intuitive, the aloof stance of the scholar with the passion and affection of the friend who cares and is moved. It seems to me that this is the oldest summons of the Western Civilization. . . . I

would hope that we would dare to accept ourselves fully and offer ourselves freely to a quizzical and apprehensive time and to an uneasy and restless people." The good teacher also asks to have that same ability.

SCHOOL SPEED-UP PLANS: ANSWER FOR THE GIFTED. *Good Housekeeping* (May 1961). The editors have made some inquiries concerning "accelerated programs" for taking care of certain gifted children in schools and have included the reactions of school superintendents. The plans they observed were:

- early entrance to kindergarten or first grade on the basis of several types of psychological and physical examinations, thus permitting children to enter at age four in the regular public school program.
- ungraded primaries, which they considered a method of allowing a child to complete the elementary school in five instead of six years
- three-in-two programs used in junior high schools finishing a three-year program in two years
- advanced placement courses, allowing the selected high school student to take college level courses his last two years in high school thus entering college at an "advanced level"
- early college admission which relates to the point above, taking a limited number of high school students for college work.

Criticisms of these suggestions are similar to those most often stated:

- students miss fundamentals which are essential
- accelerated children often have social difficulties
- children are being pushed too hard with less and less time for creativity
- parents try to pressure children for prestige status of the accelerated classes
- cost of such programs is too great, in money and time, and tends to neglect the majority of children.

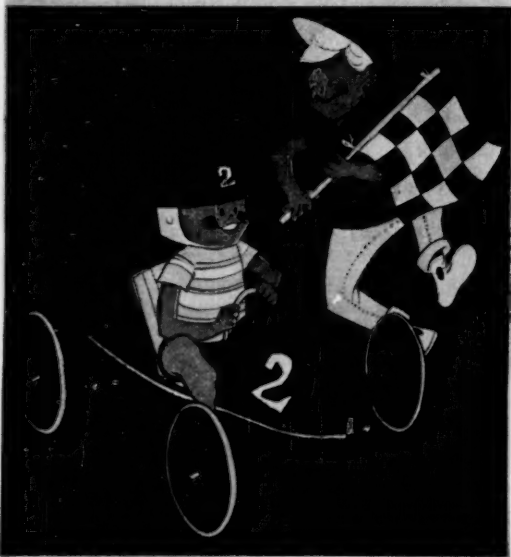
This age old argument continues and each year it becomes more heated. Everyone seems to be working to find a sound solution and all agree that success depends upon:

- careful selection of students for accelerated programs
- careful selection of teachers to carry on such a program
- the school and community must be prepared to "pay for it" if they believe in this as a solution.

To conclude I can only quote a respected Fulbright Exchange professor from India who, when asked to comment on his first impressions of American people, replied: "They are so wonderful and eager, but seem so busy becoming they never take time to be."

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ALL CHILDREN ARE BORN ARTISTS.

Woman's Day (March 1961). This editorial makes a special appeal to parents who might be tempted to show, tell or supervise too closely the child's art work. It points out that "the purpose of art in the elementary school is to develop personality, not make artists." Simple homelike recommendations are given:

You do not have to be talented to supervise or advise children in art. The *less* you instruct, the better. Having the materials available is your greatest task.

Do not *show* a child how to draw a thing or correct his work. Help the child express himself and what he sees.

Encourage the use of variety in color.

Remember that the chief benefit of art to a small person is that it teaches his individual importance, what he is, what he says and what he sees. Art is a response to life.

The editorial tells about the many professional groups giving increased importance to children's art expression and how collectors are using the works of children in serious exhibits. It wisely introduces readers to the choice of theme of the recent meeting of the American Association of School Administrators, "Education in the Creative Arts," and suggests that while the education of scientists and mathematicians is important it is the arts and all of the creative fields which have always united peoples of all races, creeds and colors.

VALUES TO EDUCATORS. by Arthur Wirth; **VALUES IN A WORLD OF MANY CULTURES,** by Fannie Shafstel. *Educational Leadership* (May 1961). A full issue I am certain many of you have kept for frequent reference! "Values: Their Impact on

Curriculum" is the theme of the issue. From the opening editorial by William Van Til to the last page of book reviews, I read it many times and each time was even prouder than ever that I am a teacher in these challenging times.

Two articles seem especially significant. In "Values to Educators" Arthur Wirth refers to President Kennedy's inaugural address with its emphasis upon our need for confronting life situations of great import. The author reminds us that it is "our values that determine what we shall do with our lives. Values contain our conception of what makes a good life. We use our energies to pursue them. We confront a first order difficulty if we are in conflict with our values, or if we have lost

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confidence in them or become indifferent about them." He then turns to the three categories of values described by Viktor Frankl as a guide for teachers or anyone:

Men can give meaning to their lives by realizing *creative values*—by acting, working, building, planning, executing. These may range from performance of familiar daily acts like planning work for tomorrow's class to rare, trail-blazing breakthroughs such as Einstein's formulation of the equation E=mc².

Men can realize *experiential values* by receptivity toward the world in surrender to the beauty of nature or art. This is a mode of appreciation and contemplation.

There are *attitudinal values*, or the ways in which man brings himself to handle the unmanageable or tragic situations in his life.

An individual's essential task is to be what *he* can be, to do what *he* can do, to honor what *he* sees with his own eyes . . . and to live authentically. We must learn to resist factors which exert pressure on him to live otherwise.

"Values in a World of Many Cultures," by Fannie Shaftel, challenges all of us to ask ourselves curiously whether we can ". . . break out of our culture shell and achieve cross-cultural understanding?" The author carefully explains the many steps through which events and people have progressed during the centuries and how every group tends to look with suspicion, and often rejection, upon people who are different from themselves. More than ever, in these times of fear accelerated by nuclear weapons, people have deep anxieties and lack of trust.

Basic values now become a necessity to teach our students the way of "operating at a reality level." Americans have divergent values, some of which have received "lip service"; but we must now learn to put the essential ones into practice. Two values particularly named by Fannie Shaftel are common to all people: "the longing for individual dignity" and "a respect for and valuing of differences." While we may all continue to respect our own cultural ways, a mutual understanding and solution to world problems can only come about through a climate of respect for differences.

Our American background has been made up of many divergent cultures, and we have worked to be "the melting pot" of society. In recent years this effort to fit everyone into the same pattern and mold has become a serious concern to social scientists . . . a "drive to conformity" in which anyone daring to be different is almost isolated. Mass media have added to this drive to conformity through television advertising, and we can see adults and children seeking the same mode of dress, food, design and behavior.

"There is an urgent need to place high on the priority list of tasks for public education the creation of a climate and a program that develop "open" persons. If we ignore this task, we shall by default contribute to the creation of technological robots rather than citizens of a humane society."

1961-62 CHILDHOOD EDUCATION*

- September:* Goals for Survival
- October:* Discipline of Democracy
- November:* Freeing Children To Read
- December:* Reaching for a World View
- January:* Environment for Skills
- February:* Learning To Live
- March:* Living with Books
- April:* When Teachers Teach
- May:* The Community Educates

*Please note that this sequence differs from that given in September (February and March).

Over the Editor's Desk

Dear Readers:

How about finding your favorite chair, a crunchy apple and getting ready to enjoy some jingles, poems, interesting quotes and bits of wisdom?

We find it increasingly difficult in each issue to find space to include such materials. But they give no one pleasure crowded into a file! We offer some of them to you here:

The fog can veil
But it cannot obliterate
When it lifts
We shall see things
As they are.

—MARJORIE GARDSTROM, Seattle

It is evening in the country.
A choir of robins is rejoicing over the day.
Their joyous songs re-echo through the trees.
If the sun could hear them singing
Perhaps she would linger awhile.

—MARJORIE GARDSTROM

An adult
With critical discriminating eyes
Surveyed a bouquet of drooping flowers
And carelessly tossed it aside.

A child
Tenderly picked up the discarded blossoms
Caressing their petals with gentle fingers,
Her eyes full of wonder
At the beauty she saw.

O, that I might see the world through
The eyes of a child
Looking past imperfections
To the beauty within.

—MARJORIE GARDSTROM

Dreams

LANGSTON HUGHES

Hold fast to dreams
For if dreams die
Life is a broken winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

To drill all the time on the skills is like plowing every day and never planting.

—MILDRED F. TENNEY, Greenfield Massachusetts

God give the parents of the world
More love to do their part,
The love that reaches not alone
The children made by birth their own
But every childish heart
Burn in their souls true parenthood
That aims at universal good.

God give the teachers of the world
More love to do their part,
And may they see that baser metals in their store
May be transformed to precious ore
By love's strange alchemy,
And may they daily seek to find
The childish heart beneath the mind.

—HEROLD C. HUNT,
during an ACEI Study Conference

Our New Baby

LOUIS M. RUPP
Phoenix, Arizona

My Mother went away one day
She said I couldn't go;
She said she'd bring me something nice,
But what, I didn't know.

She came home with a bundle soft,
Not like a ball or toy.
She smiled and said 'twas just like me—
Another darling boy.

IF THE CHILD IS LOVED FIRST AND HAS HAD approval, he grows spiritually so that he can then give approval and love.

We are in danger if we think that approval should be unqualified. To love the child unequivocally does not mean that he can be allowed to do all he chooses altogether. To have no limits is a devastating thing, and to set no limits is not love. But limits do not have to imply judgment—we no longer tell a three-year-old he is bad when he hurts a child, or that he is good when he does not; we simply guide him away, letting him feel that we love and care for him and that our concern for him as a person makes us say "no." It is not the words that are spoken but the relationship between the adult and the child that is effective because the child has learned to trust,

to feel safe and secure in the adult's care. We do not need to tell a four-year-old that he is "selfish" or that he is a "good sharer" or even that he is friendly and kind. If he feels that adults have shared with him and his experiences have been satisfying in that direction, he will want to make that same growing relationship with another person; and so he gives and shares because it is fun. The child who thinks he has nothing that others can enjoy is a lost little soul without a healthy spirit.

—SUE TERRY WOODSON, Boston

Can You?

MIRIAM J. DALE
Waukesha, Wisconsin

Can you—
put your head between your legs
and see your mommy upside down—
all legs!

Can you?

Can you—
untie your shoes
pull them off
stockings too
and go squishy-squish in the mud?

Can you?

Can you—
push a little, red wheelbarrow
and have the wind
blow leaves into it
yellow and green and red?

Can you?

Can you—
play records on a record-player
all by yourself
without help from anyone
by standing on a little stool

Can you?

Can you—
look at boys and girls just like you
on T.V.
and do what they do—
run and jump and shout

Can you?

Can you—
play with some keys
that Daddy doesn't want
and lock and unlock doors
and then shake the keys all about

in a pan Mother uses
to cook vegetables in?

Can you?

Can you—
play with a purse
that Mommy doesn't want
and open it and powder your face
and put lipstick on

Can you?

Can you—
take paper and crayon
and make a picture

Can you?

Can you—
roll a ball
and have someone roll it back to you
and roll it again and again
and then throw it somewhere else

Can you?

Can you—
put some money in your pig bank
down the pig's snout
if someone helps you
but sometimes you spill it out

Can you?

Can you—
paint with a paint-brush
bigger than yourself
and swish and swish about

Can you?

Can you—
climb in and out of a box
under and over
like a baby kitten

Can you?

Can you—
cry and cry
until Mommy takes you in her arms
and rocks you in the rocking-chair
and she feels all warm
and you fall asleep

Can you?

Sincerely,

Margaret Beaumais

CHILDHOOD EDUCATION

NEXT MONTH

The November issue with the theme, "Freeing Children To Read," goes to the entire ACEI membership—86,000 strong.

Two consultants from Los Angeles County share the writing of the editorial. Both authors, Marian Jenkins and Frances D. Hine, known for their work in this field, give reading a broad meaning. Roma Gans, Teachers College, Columbia University, declares that reading merely to recall has long been outmoded. Teachers must help today's child develop greater reading power than ever.

A few professional tears should be shed for the child whose readiness for moving on to the next phase of life is measured by his ability to cross out a rabbit that doesn't look like other rabbits and to take left-hand mice to right-hand holes. Readiness cannot be taught and practiced through devices. It cannot be purchased in a box or developed on paper. "Readiness for anything is a state of being," says Ethelouise Carpenter, Kent State University, Ohio.

A successful second-grade experiment in individualized reading in an Alachua County school, Florida, is reported by Ira J. Gordon, University of Florida, Gainesville, and second-grade teacher Christine H. Clark. They contend that small schools with few materials *can* increase children's interest and improve their skill in reading. This report makes others want to go forth and do a similar experiment without any further ado.

R. Van Allen, San Diego County Schools curriculum director, describes the San Diego Reading Study. The study's basic point of view is one which successful teachers have held and practiced for decades: no single approach to reading is *the best*.

George D. Spache, University of Florida, Gainesville, cites research findings that show that emphasis on phonics in the teaching of reading does not produce superior reading. In fact, it results in children reading less well than those of similar age and intelligence in the "average" school. Although the author gives objections to the overemphasis of phonetic technique for recognizing words, he asks that we put "phonics in focus."

"Concerns for Children Are World Wide . . . in Korea" is written by Hi Ok Ahn, of the Seoul, Korea, ACE branch. Mrs. Ahn, of the demonstration kindergarten, College of Education, Ewha Woman's University, looks into her diary to give readers a picture of the school's program. The author was attending Peabody College, Nashville, Tennessee, when the article was written.

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BULLETINS on:

Creative Dramatics (off press now)—Values, beliefs, many examples in school and community. Bibliography.

Equipment and Supplies (off press now)—1961 revision. Lists of materials for nursery, kindergarten, primary, intermediate; classified lists of tested and approved products, age levels, manufacturers; index.

Literature with Children (off press late November)—Revision of *Adventuring in Literature with Children*, plus new material on librarian and literature program.

Guide to Children's Reference Books, Magazines and Newspapers (leaflet)—Annotated list for parents, teachers and many others.

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